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Advising Beyond Boundaries:
Actualizing Student Potential

Spring 2017

Bloomington Academic Advising Council
Welcome

Welcome to the 2017 Bloomington Academic Advising Council’s Spring Conference! We are excited to welcome our speakers and guests from across Indiana.

We hope you will make new connections, and find the various presentations and round table discussions engaging and informative. In addition, please partake of the complimentary breakfast and afternoon snack provided. And don’t forget to enter your name in the drawing to win a door prize!

We are so glad you are here, and hope this event proves to be meaningful and beneficial to you, and helps you actualize the potential you see in your students.

--The BAAC Steering Committee & Professional Development Committee

Breakout Session #4: 3:10-4:00 PM

Persimmon

“Empowering Students to Become Leaders”

Lisa Snider: Academic Advisor, Health Professions

The use of leadership through student development is a common area of interest for graduate school admission teams and employers. Many studies and literature have shared promising theories of leadership development amongst undergraduate students. However, much of this conversation highlights the need for leadership and the qualities gained, while lacking the overall emphasis on how to develop these leadership dynamics within our students. A discussion of key strategic elements and evolving leadership qualities, a recognition of the student/advisor environment, learning tactical ways to empower students, and improve the student/advisor relationship overall.

Breakout Session #4: 3:10-4:00 PM

Walnut

“Using Self-Disclosure to Build Empathy and Trust in Advising”

Eric Beckstrom: Students in Transition Advisor

In this session, we will discuss differing comfort levels toward advisor self-disclosure; what information attendees feel is appropriate to share with students; and best practices for doing so. Those who wish can share their experiences using the technique in their own advising practice.

Learning Objectives:
1. Learn the definition of self-disclosure, as it pertains to advising.
2. Learn best practices for incorporating the technique.
3. Learn how their peers feel about the technique, and how some of them incorporate self-disclosure into their advising.
Is your program considering ways to integrate academic coaching into your student success paradigm? To do this, you could be hiring an outside agency to provide coaching or identifying staff who will serve as coaches for specific groups of students. While these approaches often yield excellent results, most of the time they are expensive and only support a small percentage of students (e.g., at-risk or high achieving students). To expand the reach of coaching, regular academic advisors and other staff can learn how to utilize coaching conversations within their standard meetings with students. This workshop serves as an introduction to using coaching conversations within academic advising or other meetings with students. Participants will learn a few of the basic tenets of academic coaching; discover the potential value of utilizing coaching conversations in everyday work with students; become familiar with the “arc” of a coaching conversation; observe a short coaching conversation demo; and acquire a rudimentary understanding of how powerful coaching questions work.

The objective of the presentation is to show the processes utilized by each office to evaluate and post transfer credit for students, both international and domestic. We will cover domestic transfer students, international transfer students, as well as domestic and international IU students studying abroad. Topics covered will include, but not be limited to: documentation requirements, standard processing times, evaluation of credit (what’s eligible for transfer), basic process/system use, interaction between administrative units and departments, common issues students encounter, suggestions on ways to improve practice, etc. Attendees will leave the presentation with a knowledge of how the administrative side of IU handles transfer of credit for our students.
Joe Murray, MSHR, is currently Director of University Advising Services for Florida Atlantic University. Prior to joining the FAU team, Joe served as the Director for Academic Advising and Retention Services at Miami (OH) University’s Hamilton Campus for 22 years. He earned both a Bachelor of Science in Engineering and a Master of Science in Human Resource Management degrees from Purdue University. He has helped to develop and refine the Appreciative Advising Inventory and has been part of a national task force aimed at advancing the concept of Appreciative Advising. In addition to teaching the Appreciative model to professional and faculty advisors, Joe has provided multiple training workshops and retreats to teach the model from a customer service and employee management perspective. Joe has adopted the framework to all offices across campus. Examples include Financial Aid, Admissions, Registration, Student Recruitment, International Student Services, Residence Life including the student RA’s, Library support personnel, Disability Services, Student Ambassadors and other student groups, Testing, Career Services, and Student Life. Joe specializes in supporting and encouraging cultural change within higher education institutions. Most recently, he served on the faculty for the 2011-2015 Appreciative Advising Institutes. He is a certified Appreciative Adviser.

Joe works tirelessly to help students that are traditionally underrepresented in higher education. He has been a driving force behind Ohio Reach, a state and national effort to increase access and retention to higher education for Ohio’s Lower Income/Disadvantaged Youth and Foster Care Alumni. He recently resigned from the Ohio Reach governing board to relocate to Florida to begin work to support foster youth in that state. He is now a co-founder for Florida Reach. He has served as the Co-Chair of the First-Generation College Student Interest Group for the National Academic Advising Association (NACADA) from 2007 until 2012.

Paradigms for advising and other students services seem predominantly organized around the notion of student groups: "probation students," "transfer students," "military veterans," "(fill in the blank) majors," "underserved," "underrepresented," "non-trad," "first gen," "returning," "reinstated" — the list goes on. Grouping students according to categories is useful for certain applications — and let’s face it, necessary at times, for the sake of bureaucratic processes, data mining, and a host of other purposes — but the practice can also be limiting. Sometimes it is more beneficial to think of these descriptors as circumstances rather than groupings, because a given student’s Venn diagram of circumstance might in fact intersect at any or even all of the above "group" labels. For example, the first gen student who transferred into IUN from a community college, accumulated 55 more credits, wound up on probation, was dismissed, is now 34 years-old, has a family, wants to be reinstated, but at IUB, and is now fully committed to completing a degree. Maybe any degree, or maybe, realistic or not, a very particular major. And, just for good measure, is currently a resident of Pennsylvania. This is a true-to-life, not uncommon example of a student in transition. How do we help this person identify options, assess possible costs and benefits, and then make wise decisions? Our presentation will relay some thoughts about the above, and explain some of the practices we have been testing out. One such practice is preventative advising, which, analogous to preventative medicine, is intended to help students avoid needless obstacles through well-informed, carefully considered decisions. After laying such groundwork, and offering an update on ICT referral practices, we would like to discuss challenges and best practices that our colleagues encounter or deploy in their own advising practice.

**Learning Objectives:**

Learn more about the transition circumstances that unfold among students encountered by IUB advisors and other student services staff.

Learn important new procedures, e.g., how and when to refer ICTs with regard to OVPUE, UD, SIT.

Learn about current and planned initiatives being pursued by Students in Transition that will impact many of the students IUB advisors encounter.
Breakout Session #3: 2:05-2:55 PM

**Persimmon**

“What’s the Easiest A&H: Conversational strategies to make the most of common student questions”

**Malia Jackson:** Academic Advisor, Hutton Honors College

It’s very easy, as busy advisors, to give into the temptation of giving quick, stock answers to questions like, “what’s an easy A&H?” or “what’s a good GPA booster?” These spots in students’ schedules, however, give them a valuable opportunity to gain a new skill, learn something that can set them apart, or get more enjoyment from their education. We advisors need to persuade students to think beyond “easy.” Building on a variety of theoretical frameworks borrowed from psychology, economics, and rhetoric, this presentation will provide concrete conversational strategies to help students tap into the potential of their coursework outside their major. Using these strategies will allow advisors to expand their knowledge about campus offerings and to develop more memorable relationships with advisees. The presentation will be very interactive, with opportunities for advisors to share their own strategies and successes as well as puzzle through some hypothetical student profiles.

Breakout Session #3: 2:05-2:55 PM

**Maple**

“Breaking Through the Boundaries of Complexity to Understand Simplicity: Defining the core components of advising to deliver individualized meaningful conversations.”

**Matthew Boling:** Student Success Advisor and Team Coordinator, IUPUI  
**Dr. Morris Jones:** Student Success Advisor, Health & Life Sciences, IUPUI  
**Adam Siurek:** Student Success Advisor, IUPUI

Academic advising is the conduit for Universities to enhance student academic success and retention. New models, new ideas, and technologies are marketed nationally to the university as a product of statistical analysis, usually a mix between technology, theory, and fad, proclaimed to be better than what was accomplished with last year’s theories and practice. Who are the stakeholders and what influences the core of academic advising? How do state and national movements affect the profession of advising? Can we appreciate and adapt ongoing dialogue focused on student success and retention to advance professional advising resulting in individualized meaningful conversations causing student self-determination and success for college and beyond?

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2017 Terri Nation Award Nominees

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<td>Tonia Leotsakos</td>
<td>School of Education</td>
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<td>Danielle Murray-Knowles</td>
<td>College of Arts and Sciences</td>
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<td>Jane Pilgrim</td>
<td>University Division</td>
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<td>Dan Woodside</td>
<td>Athletics</td>
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Door Prizes!*  
Enter your business card for a chance at a door prize. Winners will be drawn after the general welcome and the afternoon snack break.  

*Must be present to win!
Breakout Session #1: 11-11:50 AM

**Frangipani**

“Let’s Get Intrusive: A conversation about reaching out to our students where THEY are.”

Joe Murray: Director of University Advising Services  
Florida Atlantic University

The days of waiting for students to come to us, especially in a timely manner, are fading fast. In today’s performance based funding models, increased pressure on persistence, retention and graduation rates, relying on students to take action is a luxury we no longer have in higher education. We have to get proactive in our advising philosophies, in our outreach, with our technologies, and our business practices. Come share your ideas and learn from others what is working and what is not.

Breakout Session #1: 11-11:50 AM

**Oak**

“An Excess of Riches: What’s an advisor to do when an academic option becomes REALLY popular?”

Jeanne Myers: Academic Advisor, Media School  
Lauren Little: Career Advisor, Media School  
Natalie Blackwell: Assistant Director, Center for Human Growth  
Anthony Guest-Scott: Academic Coordinator, IUB Student Academic Center  
Audrie Osterman: Director of Experiential Education, Media School  
Bryant Paul: Associate Professor, Media School  
Paola Hernandez Baron: Assistant Director, Center for Human Growth

This panel will – in part – address how intrusive advisors should be when questioning students about their interest in a particular degree program or academic option. When a student says that he, or she, wants to declare a particular major should the advisor ask the student what prompted that decision? Should an academic advisor suggest a consultation with a career advisor, even when the student sounds confident about his/her chosen field of study? Are there particular signs, or behaviors on the part of students that should prompt the academic advisor to suggest the student spend some more time contemplating their academic options? What should an advisor do if she/he senses that the “popular” major or program might not be a good choice for a particular student? When (if ever) should an academic advisor raise such questions with a student? Are some student populations particularly prone to influence by peers --- and likely to adopt a particular major because many of their friends have adopted it? These questions will be addressed by panelists, and (hopefully) expanded upon by audience participation. Attendees at the panel will leave with a better sense of how to have useful, meaningful conversations with students about their academic choices and what factors influence those choices.

Breakout Session #3: 2:05-2:55 PM

**Oak**

“GRIT & Resilience: Essential for thriving!”

Mary Yoke, PhD (ABD), M.A., M.M.: Associate Instructor, School of Public Health

This interactive presentation will focus on evidence-based positive psychology information and techniques. It will leave attendees inspired to enhance their own levels of grittiness and resilience, and motivated to help their students do the same. A major focus will be on practical, easy-to-implement strategies that help promote well-being.

Breakout Session #3: 2:05-2:55 PM

**Frangipani**

“STEM Student Retention Jeopardy”

David Owen: Academic Advisor, Health Professions

Student retention is an important element in graduation, particularly for a four year-graduation rate. The State is increasingly scrutinizing the success colleges and universities have in the four-year graduation rate. In addition, Indiana increasingly has a biomedical/science based economy so the graduation of STEM students in a timely fashion has particular importance. Beginning with a lecture discussion mode, the presenter will lay out a brief history of student retention theory and will review the retention research done on IUPUI STEM students. The group will then make three teams and play a version of Jeopardy using answers and questions from retention theory, the retention research at IUPUI, and resources in place at IUB to assist with retention. As time allows, discussion will follow. The goal of the session is for advisors to: be better equipped in both theory and practice for helping STEM students persist in STEM majors and toward STEM careers; have a clearer understanding of the resources at IUB the will help students persist.
Breakout Session #2: 1-1:50 PM

“International Panel”

Kelsey Maas: Assistant Director of International Admissions
Emily Davis-Barker: Coordinator for International Orientation & Outreach
Lindsey Goss: Senior International Student Advisor, OIS
Kyle Thompson: Senior International Student Advisor, OIS

What is it like to be an international student on the campus of Indiana University? International students have a unique experience on our campus in relation to academics, student life, and community engagement. Participate in this session, and you will learn about the resources and tools available to support our students.

Explore the following with us:
1. What it takes to get to IU from their home country.
2. What needs to happen in order for an international student to be authorized for practical training and what effects this would have on their future.
3. Cultural complexities that can arise out of a student’s chosen major or if they have to/choose to change majors.
4. Where international students go after their studies.

Breakout Session #1: 11-11:50 AM

“Balancing Support & Challenge for Students on Academic Probation”

Kelly Eder: Academic Advisor, Kelley School of Business
Andrea Tomaso: Academic Advisor, Kelley School of Business

When a student struggles enough academically to be placed on probation, academic advisors are often faced with finding the right balance between supporting these students through this difficult time and challenging them to make the necessary changes to improve. The goal of this roundtable discussion will be to share some of the research on this topic and discuss strategies used among our colleagues for students on academic probation. How do we approach the task of providing the right amount of support for each student while also challenging them to develop habits and strategies to reach success on their own? What is the optimal involvement level to improve academic performance for students on probation?

Breakout Session #2: 1-1:50 PM

“Other Duties as Assigned: Professional development and juggling multiple roles”

Kelsey Cox: Student Success Advisor, IUPUI
Martha Marshall: Student Success Advisor and Team Coordinator, IUPUI
Liz Freedman: Student Success Advisor, IUPUI

How many of your job responsibilities fall under “other duties as assigned”? Have you reviewed the job description to which you originally applied to see if it accurately reflects what you do? Have your skills advanced since you began your current position? Today’s advisor often has multifaceted roles, requiring us to balance our core responsibilities with assigned “other duties” and “other duties” we volunteer for. This session will provide participants the opportunity to examine their day-to-day responsibilities and evaluate time commitments. We will begin with an individual activity to evaluate how much time is spent on each role, followed by a roundtable discussion about how colleagues have used their multifaceted roles for professional growth. We will also discuss challenges associated with having multiple roles and strategies for time/project management.

Breakout Session #1: 11-11:50 AM

“Chinese International Students at IUB: An introduction and effective strategies”

Ania Peczalska: Chinese Flagship Program Coordinator and Higher Education Ph.D. student

Are you interested in learning more about the group of largest international students in the United States? This presentation’s purpose is to introduce advisors to Chinese international students’ experiences in the United States and provide effective strategies for advising these students. After beginning with a short video documenting the journey of one Chinese international student to University of California Irvine the presenter will provide a brief introduction to the Chinese high school and undergraduate education system and acculturation process. The second part of the presentation will describe the experience of four Chinese undergraduate students at Indiana University. Issues such as selecting a major, transferring to IU from another institution, communication in English, and plagiarism will be addressed. Effective advising strategies for Chinese international students based on research and the presenter’s own advising experience will conclude the session.
**Breakout Session #1: 11-11:50 AM**

**Maple**

“**If you Give a Mouse a Cookie: How one advising office has evolved to meet the multi-dimensional needs of Generation Z**”

**Karley Clayton**: Career Consultant, IUPUI  
**Carlos Zapata**: Student Success Advisor & Team Coordinator, IUPUI

If you give a mouse a cookie, he’s going to need a glass of milk. If you give a student an academic advisor, they are going to need a career consultant! How can we provide effective and multidimensional resources to provide a strong foundation of support for the connected, instant-gratification oriented, and social media consuming generation? Join us in an interactive session where we will discuss how to holistically and innovatively approach advising and career development for the new generation. An overview of strategies utilized by University College at Indiana University-Purdue University, Indianapolis (IUPUI) will be presented with a focus on integrating academic and career development with the support of innovative technology. Participants can expect to: engage in a focused group discussion, share their own innovative practices, and gain ideas to bring back to their own units.

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**Breakout Session #2: 1-1:50 PM**

**Oak**

“**Not Crossing the Finish Line: Why Do Seniors Leave College?**”

**Renee Rerko, Ed.D.**: Director of Advising, Kelley School of Business

Research on college student attrition has been conducted for over four decades. However, the majority of this research focuses on first-year college students, with very few studies focusing on the attrition of college seniors. Thus, a qualitative study was undertaken to better understand the decision making process of students who leave college with less than a semester of full-time coursework remaining. The decision-making processes of the students interviewed were quite varied, leading to four themes to be discussed during this presentation: Timely Degree Completion, Distrust in the Academic Process, Barriers to Final Degree Completion, and Success without a Bachelor’s Degree.

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**Persimmon**

“**Giving Students a Place for Alma Mater:**”

**Krystie Herndon**: Academic Advisor, College of Arts and Sciences

This topic stems from my recently-completed doctoral minor in Folklore, and specifically my term paper from my fall 2016 class, Senses of Place: Production and Performance. As my family and I have lived on the campus of a large research university for nearly 30 years, I consider a university campus to be the most influential setting in my family’s daily life. Every day we navigate such things as: pedestrian and vehicular traffic; social cues with faculty, staff, and students; and institutional rules and regulations. As a student of both the disciplines of higher education administration and folklore, my interests have gravitated towards research on the production and performance of sensing the university as place. While teachers of higher education administration strive to equip educational administrators with the tools to run a college or university, researchers in fields such as anthropology, geography, ecology, and architecture provide useful perspectives for understanding higher education institutions as physical entities, as places that both construct and are constructed by social identities and actions. In this presentation, I want to introduce my advising colleagues to the some of the concepts of sensing place and placemaking, and our vital role as advisors in helping our students gain a positive sense of place and, in so doing, a positive sense of individual and group identity at IUB. I plan to show how this placemaking goes beyond the borders of our campus, influencing people and processes all over the world. I hope to encourage all of us in our pursuit of excellence in what we do, and to be proud of the work we do with students.

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**Breakout Session #2: 1-1:50 PM**

**Frangipani**

“**Current Issues in Math Advising**”

**Linda McKinley**: Sr. Lecturer & Coordinator of Basic Skills, Mathematics  
**Liz Smith**: Academic Advisor, Mathematics

We will discuss a variety of issues in math placement and advising including interpretation of the ALEKS score in light of SAT/ACT scores, selecting safe and efficient routes through math requirements, and red flags to watch for. We will present several case studies that illustrate typical advising challenges and discuss solutions. Time is limited, so we will give priority to topics of particular interest to our participants.